

K-3 Literacy Assessments

Guidelines and Directions



Directions for Completing the K-3 Literacy Assessment Folder

1. Fill in student's name, date of birth, and ID# on the form
2. Fill in the teacher's name and school year

Items to be included in the K-3 Literacy Assessment Folder:

At the end of the year, put the following items in the literacy assessment folder and place in the cumulative record.

- **Writing Samples (3)**
 - Opinion
 - Informative
 - Narrative
- **EOY Spelling Inventory**
- **EOY Reading 3D Student Summary Report (copy) – including Progress Monitoring**

Please note: Record the student's **instructional** reading level (**or independent level if there is not an instructional level**) on any data collection sheet, assessment wall or when reporting to parents.

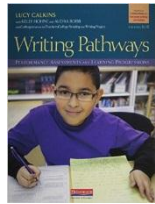
Writing Sample Directions

Baseline Sample:

- Within the first two weeks of school, Grade 1-3 teachers will collect an unassisted **narrative** writing sample from each student. This sample should be used to guide the teacher's instruction in writing.
- Follow directions for collecting the baseline writing sample.
- This assessment is untimed.

Opinion, Informative and Narrative Samples:

- Each prompt (opinion, informative and narrative) will be scored using the appropriate rubric from Writing Pathways (Calkins) for that type of writing



and for that grade level.

- It is highly recommended that teachers score the writing prompts as a grade level team.
- Each prompt will be collected and scored by the date indicated on the K-2 or 3-5 Writing Pacing and Assessment timeline.
- Student scores will be recorded on a spreadsheet (supplied by the K-5 Department) and submitted to the lead teacher by each date indicated on the K-2 or 3-5 Writing Pacing and Assessments timeline.
- Each prompt will be placed in the K-3 Literacy Assessment Folder.

K-2 Baseline Writing Sample Directions

Teachers will choose books from the list below to read the day before to help students think about an important time with family, friends or pets.

I Like Me, Nancy Carlson
My Cat Muffin, Marjory Gardner
Jamaica's Find, Juanita Havill
Swing, Swing, Swing, Gail Tuchman
Franklin Goes To School, Paulette Bourgeois
My Friends, Taro Gomi
Ira Sleeps Over, Bernard Weber
The Snowy Day, Ezra Jack Keats
Clifford's Birthday, Birdwell
The Berenstain Bear and the Trouble with Friends, Stan and Jan Berenstain
Just My Friend and Me, Mercer Mayer
Owl Moon, Jane Yolen
A Chair For My Mother, Vera Williams
The Leaving Morning, Marjorie Johnson
Trevor's Wiggly-Wobbly Tooth, Lester Laminack
Saturdays and Teacakes, Lester Laminack
Peter's Chair, Ezra Jack Keats

Baseline Writing Assessment Directions:

The day before the baseline assessment begins, gather the children at the meeting area and read one or more of the suggested picture books to help students remember a time that was important to them.

Day 1

- Gather the children at the meeting area and refer to one or more of the suggested picture books which was read previously to help students remember a time that was important to them.
- The teacher should model/think aloud something she/ he remembered after reading the story that they could write about. The teacher will say something like, "When we read (names one of the books), it made me think about ... (the teacher will share what they are thinking they will write about).
- The teacher should model telling the story across their fingers and model how to sketch the story. The teacher could write some of their story (since some students will choose to write on the first day).
- After modeling by the teacher, the students will "turn and talk" telling their story across their fingers to a writing partner. If students do not have writing partners, they should rehearse their story to themselves before beginning work.

- Before sending students to their seats to write, the teacher should say, “Today, I want you to draw a picture/sketch that matches the story you told across your fingers.”
- The teacher will provide appropriate writing paper for the children at their seats. The students will sketch their stories. Some students may begin to write their stories. If a student seems stuck and unable to get started, have a conversation with them to help get them writing. The teacher should not give any further instructions as to what to include or not to include in the sketches/stories.

Day 2

- Gather the students at your meeting area with their writing folders. The teacher will say something like, “After we read this book (or these books), we remembered a time we wanted to write about. Yesterday we got started telling our story by sketching it. Some of you may have started writing words to go with your story. Today we will work on our story again and add words to match our pictures.”
- The teacher should read the story he or she started on day 1 and think aloud the words she/he would write. Have partners “turn and read” their story from their sketches (and/or words) made on day 1. “Today I want you to look back at the story you sketched yesterday. Tell the story again. Then you will write words to match the pictures in your story.”
- Send writers to their seats to write the words to match the pictures sketched on day 1. The teacher should not give any further instructions as to what to include or not to include in the sketches/stories.

3rd Grade Baseline Writing Sample Directions

Teacher Preparation Prior to the Assessment

1. Get your meeting area ready.
2. Prepare read aloud.
3. Make a “Good Writers” chart on chart paper. (see attached)
4. Write and make an overhead of your rough draft.

Day 1: Frontloading the Assessment/Pre-Writing

- Gather students at your meeting area and read a picture book to spark student’s memories for writing. Here are some suggestions:
 - Fireflies by Julie Brinkloe (typically grade 3)
 - Wilford Gordon McDonald Partridge by Mem Fox
 - The Relatives Came by Cynthia Rylant
 - The Keeping Quilt by Patricia Polacco
 - The Memory String by Eve Bunting
 - Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
 - Aunt Flossie’s Hats by Elizabeth Fitzgerald Howard
 - The Storm Book by Charlotte Zolotow
 - In My Momma’s Kitchen by Jerdine Nolen
 - We Had a Picnic This Sunday Past by Jacqueline Woodson
 - Henry and Mudge (selected stories) by Cynthia Rylant
- After reading, have students generate a list of possible story ideas for writing. Give a few examples of your own: catching lightning bugs on a summer night, a specific time with a friend. You may help students generate a topic for writing by brief questioning. For example, if a student seems to be stuck, ask them about something they like to do or about something specific they did over the summer.
- Post the “Good Writers” chart. Tell them they should write a story about one of their ideas. Their writing should have a beginning, middle, and end, using good detail and just-right words. They also should use their best grammar, spelling and capitalization/end punctuation to make the reading easy.
- In a 10-12 minute mini-lesson, show students how you choose one small moment from your list to write about. Let students observe your thought process as you decide which small moment would be best. Think aloud to help students understand they should write about the moment they know the most about. Explain that after you chose your topic, you wrote the small moment in a rough draft. Share your rough draft (already written) on the SMARTboard, document camera or chart paper.

- Have students turn and talk to their partner about which topic they should write about and why.
- Students should then write their rough draft. Remind them to refer to the “Good Writers” chart while writing. **Do not assist students in any way on their rough drafts.**

Day 2: Editing and Revising

- Gather students at your meeting area. Refer to the “Good Writers” chart and tell students to observe how you use the chart to help you revise and edit your rough draft. In a 10-12 minute mini-lesson, think aloud how you reread and decide if you need to add or take anything away. Then model how you reread to edit by correcting any grammatical errors, fixing spelling errors, inserting missing words or correcting capitalization/punctuation.
- Send students to their seats to revise and edit their drafts. **Do not assist students in any way as they revise and edit.**

Good Writers Chart

Good Writers:

- ☐ Focus on a specific moment or event.
- ☐ Write a beginning, middle and end.
- ☐ Use good details to elaborate the moment or event.
- ☐ Use “just-right” words to describe what is happening.
- ☐ Use correct grammar, spelling, end punctuation, and capitalization.

Primary Spelling Inventory Directions

Francine Johnston

This test is designed to assess the word knowledge elementary students have to bring to the tasks of reading and spelling. Students are not to study these words. That would invalidate the purpose of this inventory, which is to find out what they truly know. You can administer this same list of words three times: September, January, and May; to measure children's progress.

These words are ordered in terms of their relative difficulty for children in grades K-5. For this reason you need only call out the words which sample features your students are likely to master during the year. However, do call out enough words to give you a sense of the range of ability in your class.

- For Kindergarten you may call out the first five to seven words.
- For First Grade, call out at least 15 on the Primary List at BOY. At EOY use the entire list.
- For Second through Third Grade, use the entire Primary List.

You should also call out additional words for any students who are spelling most of the words correctly and use the Elementary List if Third Graders are spelling most of the words correct on the Primary List.

Testing: Call the words you would for any test. Use them in a sentence to be sure the students know exact word. Assure your students that this is not for a grade but to help you plan better for their needs. Seat the students to minimize copying or test the students in small groups (recommended for Kindergarten and early First Grade).

Scoring the Test: Copy an Individual Score Sheet for each student and simply check off the features for each word which are spelled according to the descriptors at the top. Do not count reverse letters as errors. Add an additional point in the "correct" column if the entire word is correct. Note that some words are scored for some features and not others and the number of possible points varies by words. Staple the child's spelling assessment to the Individual Score Sheet.

Assigning points and analyzing the results: Total number of points under each feature and across each word (This will allow you to double check your numbers). The total point score will give you a number, which can be compared over time, but the most useful information will be the feature analysis. Look down each feature column to determine the needs of individual students. For example, a student who gets 6 of 7 short vowels correct on the Primary List can be considered in pretty good shape although some review work might be in order. A student who gets only 2 or 3 of the 7 short vowels needs a lot of work on that feature. If the student did not get any points for a feature it is beyond their instructional range and earlier features need to be addressed first.

Put the students' papers in order from highest total number of points before transferring the numbers across the bottom of each Individual Score Sheet to the Class Composite. To get a sense of your groups' needs and to form groups for instruction *highlight* students who are making more than one error on a particular feature (or more than 2 in the class of blends). If you call out less than the total list adjust the totals on the class composite sheet.

Sentences for Primary Spelling Inventory

1. fan	I could use a fan on a hot day.	fan
2. pet	I have a pet cat who likes to play.	pet
3. dig	He will dig a hole in the sand.	dig
4. rob	A raccoon will rob a bird's nest for eggs.	rob
5. hope	I hope you will do well on the test.	hope
6. wait	You will need to wait for the letter.	wait
7. gum	I stepped in some bubble gum.	gum
8. sled	The dog sled was pulled by huskies.	sled
9. stick	I used a stick to poke in the hole.	stick
10. shine	He rubbed the coin to make it shine.	shine
11. dream	I had a funny dream last night.	dream
12. blade	The blade of the knife was very sharp.	blade
13. coach	The coach called the team off the field.	coach
14. fright	She was a fright in her Halloween costume.	fright
15. chewing	Don't talk until you finish chewing your food.	chewing
16. crawl	You will get dirty if you crawl under the bed.	crawl
17. wishes	In fairy tales wishes often come true.	wishes
18. thorn	The thorn from the rose bush stuck me.	thorn
19. shouted	They shouted at the barking dog.	shouted
20. spoil	The food will spoil if it sits out too long.	spoil
21. growl	The dog will growl if you bother him.	growl
22. third	I was the third person in line.	third
23. camped	We camped down by the river last weekend.	camped
24. tries	He tries hard every day to finish his work.	tries
25. clapping	The audience was clapping after the program.	clapping
26. riding	They are riding their bikes to the park today.	riding

Kindergarten Reading 3D Benchmark Calendar

	BOY	MOY	EOY
K	FSF LNF WR TRC	FSF LNF PSF NWF WR TRC	LNF PSF NWF WR TRC *drop FSF

Benchmark Goals

FSF (First Sound Fluency)

- BOY – 10
- MOY – 30

PSF (Phoneme Segmentation Fluency)

- MOY - 20
- EOY – 40

NWF (Nonsense Word Fluency)

- MOY - 17
- EOY - 28

DIBELS Composite Score

- BOY – 26
- MOY – 122
- EOY - 119

First Grade Reading 3D Benchmark Calendar

	BOY	MOY	EOY
1 st	LNF PSF NWF WR TRC	NWF DORF WR TRC *drop LNF and PSF	NWF DORF WR TRC

Benchmark Goals

PSF (Phoneme Segmentation Fluency)

- BOY - 40

NWF (Nonsense Word Fluency)

- BOY - Letter Sounds 27, Whole Words Read 1
- MOY - Letter Sounds 43, Whole Words Read 8
- EOY – Letter Sounds 58, Whole Words Read 13

DORF (DIBELS Oral Reading Fluency)

- MOY – Words Correct 23, Accuracy 78%
- EOY - Words Correct 47, Accuracy 90%, Retell 15

DIBELS Composite Score

- BOY – 113
- MOY – 130
- EOY - 155

Second Grade Reading 3D Benchmark Calendar

	BOY	MOY	EOY
2 nd	NWF DORF WR TRC	DORF TRC *drop NWF and WR	DORF TRC

Benchmark Goals

NWF (Nonsense Word Fluency)

- BOY – Letter Sounds 54, Whole Words Read 13

DORF (DIBELS Oral Reading Fluency)

- BOY – Words Correct 52, Accuracy 90%, Retell 16
- MOY - Words Correct 72, Accuracy 96%, Retell 21, Quality of Response 2
- EOY - Words Correct 87, Accuracy 97%, Retell 27, Quality of Response 2

DIBELS Composite Score

- BOY – 141
- MOY – 190
- EOY - 238

Third Grade Reading 3D Benchmark Calendar

	BOY	MOY	EOY
3rd	DORF DAZE TRC	DORF DAZE TRC	DORF DAZE TRC

Benchmark Goals

DORF (DIBELS Oral Reading Fluency)

- BOY – Words Correct 70, Accuracy 95%, Retell 20, Quality of Response 2
- MOY - Words Correct 86, Accuracy 96%, Retell 26, Quality of Response 2
- EOY - Words Correct 100, Accuracy 97%, Retell 30, Quality of Response 3

DAZE (DIBELS Maze)

- BOY – 8
- MOY – 11
- EOY - 19

DIBELS Composite Score

- BOY – 220
- MOY – 285
- EOY - 330